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The bibliography and index are translated from those prepared by Messrs. Farrand and Warren for the *Psychological Review*.

One closes the book with a feeling of wonder that the editors—M. Binet in particular, upon whom the greater part of the work seems to have fallen—found time or energy to do so much, and to do it so thoroughly. W. B. PILLSBURY.

Pour et contre l'Enseignement philosophique. Extrait de la Revue Bleue. Paris, Alcan, 1894, pp. 178.

The articles and replies which compose this volume appeared in the *Revue Bleue*, between January and May, 1894. The articles were written by the journalist, M. Fernand Vandérem, on "*l'Enseignement de la Philosophie: Une classe à supprimer*" in the above *Review*; the letters form replies to and discussions on these articles contributed by the leading educators of France, amongst whom are MM. Th. Ribot, Boutroux, Paul Janet, Fouillée, Marion, Marillier, l'abbé Clamadieu and H. Taine.

The volume contains no statistics, little or no precise data, and the proposed reforms are only hinted at; it is largely a popular discussion on the present status of philosophical instruction in the lycées of France. M. Vandérem says he wrote the articles in question "from intuition, memory and *sentiment* mostly, without documents, with a complete ignorance of the analogous controversies which had preceded." He writes with grace and ease, and with the delightful *insouciance* characteristic of a French journalist.

His fundamental criticisms, directed not against philosophy in general, nor against the university, but against the present method, quality and quantity of instruction in philosophy, are on the whole supported by the other writers. Summed up, his charges may be stated thus: The course of studies in philosophy is too full, too over-burdened; the professors have not the time to compass it; the instruction preparatory to philosophical instruction is unsuitable; the scholars are hence not prepared to comprehend it; the professors are above their task in matter of knowledge, and "are not able or do not deign to lower themselves to it;" the rôle of instruction in philosophy is to teach the pupils not systems, but to think,—to form not erudite metaphysicians, but reflective and moral minds; in this sense the courses of study ought to be corrected, and in this sense the professors ought to teach.

M. Th. Ribot writes: "I would say (and I could cite high authorities, too, if need be) that too often the instruction is above the heads of the pupils; moreover the greater part are dissatisfied with it, and the others become intoxicated with generalities and formulæ, under which they are unable to subsume anything, because for that years would be necessary. The defect lies in the course of studies, but more especially in the methods." This cry is again voiced by M. Boutroux: Instruction in philosophy is an initiation into philosophical reflection, it is not a hasty exhibition of all philosophy and of all the history of philosophy in a short space. M. G. Monod objects energetically to present state of affairs and to the "*scribendi cacæthes philosophique*" engendered by the present system of teaching. M. Fouillée wishes to extend the course in morals, and especially social ethics. M. l'abbé Clamadieu wishes to simplify the matter and to introduce philosophical instruction into all the classes without prejudice to a class in "*philosophie finale*." M. Vandérem concludes that all those who are the reputed leaders of thought in France have pronounced in favor of a remodeling of the course of study and of a betterment in philosophical instruction.

ARTHUR ALLIN.